

Delta High School  
Millard School District  
Ken Nielsen

## **Abstract**

### **CCGP Guidance Activities Report (Large Group), 2007**

At Delta High School we have always prided ourselves with the success rate of senior students going on to post secondary training. At the conclusion of each school year, we hold our annual awards program to recognize the accomplishments of the seniors that year. I felt that it would be a positive project to analyze the number of students, in the senior class, that received merit based scholarships to the post secondary institutions around the state and country. At the beginning of the school year, (September), each senior student was given a senior interview (SEOP) with the counselor, to identify strengths and weaknesses, to identify deficiencies in graduation preparation, and to establish goals concerning life after high school. Each student was given a packet of information listing various opportunities for workshops, college days, and opportunities to access financial help for post secondary training. Follow up interviews were conducted with the seniors throughout the Fall and Winter to help with the application process for those interested in continuing their education at a post secondary institution. Application for admissions and scholarships were made available to the students along with help in applying on the web. Of the 157 senior students who began the year, we had 4 who did not meet graduation requirement standards and therefore did not graduate. Of the remaining 153 students, 58 of them received at least one or more offers of scholarship money to a post secondary institution. This calculates to 38% of the senior class receiving a merit based scholarship. The total amount of money offered to those 58 students came to approximately \$845, 535.00. the data was collected through student survey forms and through college and university data sheets that were sent to Delta High School prior to end of school.

From our data, we feel that our students are getting the help necessary to apply for merit based scholarships. This data does not contain need based money received by students nor does it include any money received from private or business based scholarships.

## Utah CCGP—Guidance Activities Report (Large Group) 2006-2007\*

Submit the Small Group "Closing the Gap" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: \_\_\_\_\_Delta High School\_\_\_\_\_ District: \_\_\_\_\_Millard\_\_\_\_\_

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Ken Nielsen	Senior students who are awarded an academic scholarship from a college or university	<p>Applications for admissions and scholarships. (Paper and pencil or accessed on the web)</p> <p>Transcripts</p> <p>Essay when needed.</p> <p>Senior survey forms to gather award information from seniors.</p> <p>Award lists from colleges listing students from our school who were receiving awards.</p>	September 2006 / March 2007	Entire senior class = 157 students	<p>We met with every senior student at the start of their senior year in what we call their "Senior Interview"</p> <p>Each student is given information for obtaining financial help whether it be need based or merit based.</p> <p>We formulate a plan with each student to work toward post educational goals and how to obtain financing to pay for those post educational goals.</p> <p>We did follow up interviews with the senior students prior to application deadlines. (Some 3 or 4 times)</p>	<p>Of the 157 seniors that we began working with, 4 failed to meet the minimum requirements for graduation. Of the remaining 153 students, 58 of them received merit based (tuition scholarships) to various colleges and universities throughout the state of Utah and the nation.</p> <p>(38% of the graduating seniors had received one or more offers for scholarships at post secondary schools at total value of approximately <b>\$845, 535.00</b>)</p>	Considering that most colleges and universities have very high standards for scholarship awards (Which includes GPA & ACT scores) Delta High Seniors are experiencing a high rate of success in the academic fields and are being rewarded for their efforts.

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Principal's Signature

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Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Delta High School  
Millard School District  
Ken Nielsen

CCGP Closing the Gap Results Report, 2007  
Closing the Gap (Seniors and the UBSCT)  
Abstract

Obviously the UBSCT is probably a topic that is on the mind of every educator or at least administrator in the public education system in the state of Utah. This certainly the case at Delta High School as well. We pride ourselves in helping students achieve whether it be in the classroom or at a school or community function. We have made an effort to concentrate on our students passing the UBSCT. This particular data project deals strictly with the seniors of 2006-2007 that hadn't passed the UBSCT after the October testing (their fourth available test out of five). We found that we had 19 remaining students who had not passed one or more portions of the UBSCT test. We identified those students, made contact with their parents, and met with the teachers of the subjects being tested. Remediation classes were set up, curriculum made available including practice tests, students individual scores were assessed by the teachers involved in the remediation, and then early morning and after school courses were made available each week prior to the fifth and final test. After the final tests were administered and the results were returned, we found that 14 of the 19 still did not pass at least one portion of the test. It was noted that of the 14, 8 were classified as resource students and 3 more were classified as ESL students. We believe that we need to continue to search for ways to better meet the needs of those two specific populations. Overall we have a very high percentage of our students who are passing the UBSCT, in fact, we had only 9% of our senior class that did not pass compared to a state wide 25%. But we still need to focus on those specific demographic areas where we found the gaps.

## Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007\*

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Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: \_\_\_\_\_Delta High School\_\_\_\_\_ District: \_\_\_\_\_Millard\_\_\_\_\_

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Ken Nielsen	12 th grade Student s who Have not passed all sections of UBSCT Total of 19 Students	Score reports for each student who did not pass a portion of the UBSCT.  Practice tests released from the state office of education w/ answer keys and the frameworks for each of the subtests for teachers to use.  Texts made available for the teachers to use in remediation classes: *Algebra-Demystified *Cliffs Quick Review (Basic Math & Pre Algebra) * Essay Writing for High School Students *Cliffs How to solve word problems in mathematics *Cliffs Algebra	October 2006 / April 2007	19 senior students	Data was collected after the October test of the UBSCT and made available to students, parents and teachers.  Data was also collected after the February test of the UBSCT and comparisons were then made to evaluate the program.	Of the 19 students who had not passed all three of the UBSCT subtests 14 did not pass the final UBSCT administration.  Of the 14 who did not pass 8 were classified as Resource students, 3 were classified as ESL Students.  9% of the seniors did not pass all of the UBSCT. Of the students who failed, 67% failed math 40 % failed Reading 73% failed Writing	We are doing a good job getting a high percentage of our students to pass the UBSCT, but of those who are not passing the UBSCT, we need to find new and improved ways to help those students. We have learned that the majority of the students who are not passing are classified as Resource students. We need to find ways to better meet their needs. We also found a gap in the success of our ESL students. They are a group that we will need to focus more attention on.

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Principal's Signature

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Date

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Millard High School  
Millard School District  
George Richardson

CCGP Data Project Report, 2007  
Closing the Gap on UBSCT

For the past two school years Millard High School counseling and teaching staff developed an intervention plan to increase pass rates on the Utah Basic Skills Competency Test. After initial testing was completed in tenth grade, all students who needed to retake any subtest were identified and targeted for intervention during the eleventh and twelfth grades. A 48 % improvement in the overall number of subtests passed was experienced as a result of this intervention.

#### Interventions:

Test Score Analysis – small group with counselor  
Re-teaching – classroom teachers  
Re-testing – small group with counselor  
Identification of students still not passing UBSCT  
Individual Score Analysis – with counselor  
Delivery of detailed score analysis to curriculum teacher - counselor  
40 minutes daily teaching of curriculum concepts for two weeks prior to testing – small group and individually with teachers.  
Practice testing with SPED teachers  
Re-testing – small group with counselor  
Process repeated as needed for students still needing to pass sections of UBSCT.

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Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
George Richardson	12 th grade Student s who Have not passed all sections of UBSCT	Practice UBSCT tests. Detailed summary of test scores. Review curriculum materials: English, Math, Reading.	September 2005 / March 2007	Approximately 70		48 % improvement on number of sections passed on UBSCT	Simply retesting on UBSCT helps about 20% of students pass the test. But intervention targeted to deficient skill areas is needed to help underachieving students improve their performance. ESL and SPED students

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